



Guinyard-Butler Middle

779 Allen Street
Barnwell, South Carolina

| | | |
|-----------------------|-------------------|--------------|
| Grades | 7-8 Middle School | |
| Enrollment | 412 Students | |
| Principal | Dr. John Bass | 803-541-1370 |
| Superintendent | Roy Sapough | 803-541-1300 |
| Board Chair | Valenda D. Black | 803-259-1687 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|-----------------|----------------|
| 2008 | At-Risk | At-Risk |
| 2007 | At-Risk | At-Risk |
| 2006 | At-Risk | At-Risk |
| 2005 | Below Average | At-Risk |
| 2004 | Below Average | Below Average |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

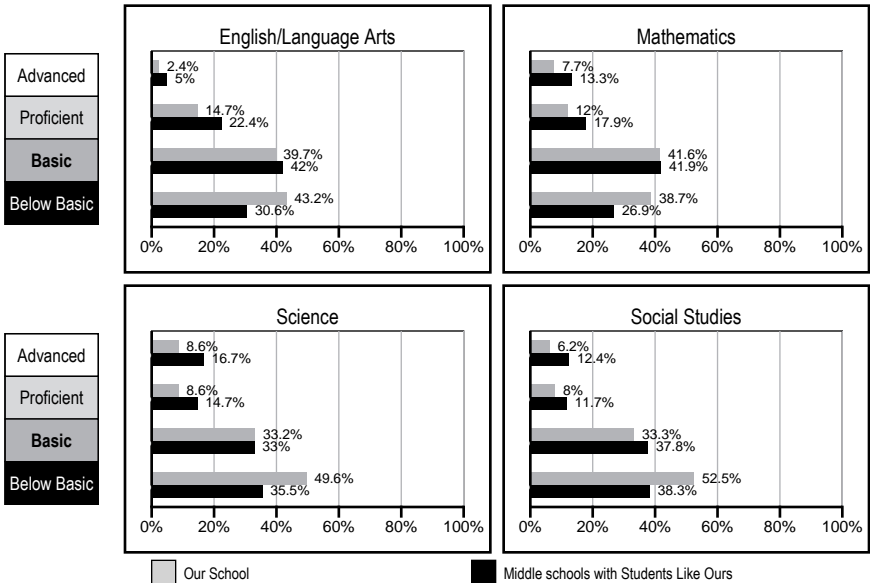
97.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 16 | 30 | 5 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

| | |
|-------------|---|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours* |
|---|-------------------|---|
| Algebra 1/Math for the Technologies 2 | 0 | 97.0 |
| English 1 | 0 | 96.8 |
| Physical Science | 0 | 50.0 |
| All Subjects | 0 | 96.4 |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=412) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 0.0% | No Change | 19.8% | 19.4% |
| Retention rate | 5.4% | Up from 2.4% | 1.5% | 1.8% |
| Attendance rate | 93.7% | Up from 93.6% | 95.8% | 95.8% |
| Eligible for gifted and talented | 18.2% | No Change | 16.8% | 15.3% |
| With disabilities other than speech | 19.1% | Up from 17.9% | 14.2% | 12.9% |
| Older than usual for grade | 4.9% | Up from 4.0% | 3.0% | 3.0% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No Change | 0.6% | 0.7% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=29) | | | | |
| Teachers with advanced degrees | 37.9% | Up from 35.7% | 53.3% | 55.0% |
| Continuing contract teachers | 89.7% | Up from 85.7% | 73.3% | 70.6% |
| Teachers with emergency or provisional certificates | 10.7% | Up from 3.8% | 5.3% | 5.4% |
| Teachers returning from previous year | 88.6% | Up from 81.6% | 84.4% | 83.4% |
| Teacher attendance rate | 93.9% | Up from 93.2% | 94.8% | 94.9% |
| Average teacher salary | \$44,530 | Up 4.2% | \$44,198 | \$44,706 |
| Professional development days/teacher | 6.3 days | Down from 10.9 days | 11.6 days | 11.8 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 19.3 to 1 | No Change | 19.4 to 1 | 20.1 to 1 |
| Prime instructional time | 87.0% | Up from 86.0% | 89.2% | 89.3% |
| Opportunities in the arts | Good | Up from Fair | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 99.7% | Up from 91.5% | 97.4% | 98.0% |
| Character development program | Good | No Change | Good | Good |
| Dollars spent per pupil* | \$9,589 | Up 4.8% | \$7,025 | \$7,097 |
| Percent of expenditures for instruction* | 49.3% | Down from 50.9% | 64.4% | 64.4% |
| Percent of expenditures for teacher salaries* | 46.4% | Down from 47.9% | 60.0% | 59.4% |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The 2007-2008 year at Guniyard-Butler Middle School brought many changes and opportunities for the students. We had a school-wide improvement in our facilities and grounds. Community action increased at the school, with many parents participating in our various activities and parent nights. We are continuing to improve and increase our educational efforts for all students at Guinyard-Bulter Middle School.

Following is a list of some of our many accomplishments during the 2007-2008 school year:

Two students were named as Duke Scholars and eleven students were named Junior Scholars. Ten students received the President's Education Silver Award and twenty students received the Gold Award.

Dr. Bass' Lunch Bunch honored thirty-four students for their academic and behavior excellence.

Junior Beta Club added fifty new members this year and attended the Junior Beta Club Convention. Junior Beta Club participated in the GBMS Veterans Day Program, PTSO dances, concession stand for home basketball games, and GBMS beauty pageant.

The PTSO conducted three dances for the students who did not receive out-of-school detention, and also raised money to purchase picnic tables for the school grounds.

GBMS staff and faculty participated in the Relay for Life and Red Ribbon Week, as well as having a fitness/wellness workroom.

The athletic activities included the football and basketball teams enjoying a winning season with great parent participation at away and home games. GBMS continues to work with the community for improvement of all academic and athletic endeavors.

The GBMS parent and community team held an orientation for all upcoming 7th grade students and their parents. They also sponsored a Student Appreciation Night for GBMS students and parents.

A RIT class (preparation for PACT) was added to the schedule at GBMS.

The State Department of Education assigned an ERT (external review team) to GBMS, and many valuable ideas and improvements were suggested by ERT.

GBMS was recommended for continuing SACS accreditation.

Mrs. Gretchen Shtazer-Birt, Chair, School Improvement Council
Dr. John A. Bass, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 32 | 174 | 69 |
| Percent satisfied with learning environment | 93.8% | 63.8% | 67.6% |
| Percent satisfied with social and physical environment | 93.8% | 58.2% | 50.0% |
| Percent satisfied with school-home relations | 78.1% | 83.7% | 70.8% |

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Adequate Yearly Progress

NO

This school met 13 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

| | |
|-------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 93.7% | 94.0% | Yes |

* Or greater than last year

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|-----|------|------|------|-----|-----|
| All Students | 396 | 99.2 | 42.5 | 39.8 | 15 | 2.6 | 30.1 | 35.6 | 48.2 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 203 | 99.5 | 51 | 32.7 | 14.3 | 2 | 27.6 | 32.5 | 41.7 | N/A | N/A |
| Female | 193 | 99 | 33.3 | 47.5 | 15.8 | 3.3 | 32.8 | 39 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 218 | 99.1 | 26.3 | 46.9 | 23.4 | 3.3 | 45 | 49.7 | 60 | Yes | Yes |
| African American | 171 | 100 | 62.8 | 30.5 | 4.9 | 1.8 | 12.2 | 18.5 | 31.7 | No | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 70.4 | I/S | I/S |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 27.3 | 38.4 | I/S | I/S |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 67 | 97 | 73.4 | 21.9 | 3.1 | 1.6 | 9.4 | 8.9 | 16 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 229 | 98.7 | 57.5 | 36 | 5.6 | 0.9 | 15.9 | 21.3 | 34 | No | Yes |

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 396 | 99.2 | 38 | 42 | 12.4 | 7.7 | 31.4 | 35.6 | 45.8 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 203 | 99.5 | 38.8 | 38.3 | 12.8 | 10.2 | 35.2 | 37.1 | 45.6 | N/A | N/A |
| Female | 193 | 99 | 37.2 | 45.9 | 12 | 4.9 | 27.3 | 33.9 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 218 | 99.1 | 19.6 | 48.8 | 18.2 | 13.4 | 47.4 | 51.8 | 59 | Yes | Yes |
| African American | 171 | 100 | 61 | 32.9 | 5.5 | 0.6 | 11.6 | 15.6 | 26.9 | No | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 71.3 | I/S | I/S |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 36.4 | 38.1 | I/S | I/S |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 67 | 97 | 64.1 | 32.8 | 3.1 | 0 | 12.5 | 11.2 | 17.1 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 229 | 98.7 | 55.1 | 36.4 | 6.5 | 1.9 | 17.8 | 20.3 | 31.4 | No | Yes |

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|

Science

| | | | | | | | | | | | |
|----------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students | 294 | 100 | 49.1 | 32.9 | 8.8 | 9.2 | 18 | 19 | 35.7 | 93.7 | 94.6 |
| Gender | | | | | | | | | | | |
| Male | 153 | 100 | 51 | 27.9 | 9.5 | 11.6 | 21.1 | 20.6 | 37.4 | 93.6 | 94.4 |
| Female | 141 | 100 | 47.1 | 38.2 | 8.1 | 6.6 | 14.7 | 17.3 | 33.8 | 93.9 | 94.9 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 163 | 100 | 32.3 | 39.2 | 14.6 | 13.9 | 28.5 | 30.1 | 49.2 | 93.5 | 94.3 |
| African American | 127 | 100 | 71.9 | 24 | 0.8 | 3.3 | 4.1 | 5.2 | 17 | 94 | 95 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58 | 85 | 93.5 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 24.9 | 95.4 | 95.7 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | 87.2 | 90.3 |
| Disability Status | | | | | | | | | | | |
| Disabled | 51 | 100 | 82 | 10 | 4 | 4 | 8 | 9.6 | 14 | 93.2 | 93.5 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 21.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 24.4 | 93.3 | 94.1 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 167 | 100 | 65.2 | 30.4 | 1.3 | 3.2 | 4.4 | 7.3 | 21.1 | 92.8 | 94.1 |

Social Studies

| | | | | | | | | | | | |
|----------------------------|-----|-----|------|------|------|-----|------|------|------|------|------|
| All Students | 288 | 100 | 51.8 | 33.2 | 8.6 | 6.4 | 15 | 14 | 34 | 93.7 | 94.6 |
| Gender | | | | | | | | | | | |
| Male | 141 | 100 | 50.7 | 32.6 | 7.2 | 9.4 | 16.7 | 17.2 | 36.6 | 93.6 | 94.4 |
| Female | 147 | 100 | 52.8 | 33.8 | 9.9 | 3.5 | 13.4 | 10.6 | 31.3 | 93.9 | 94.9 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 155 | 100 | 33.8 | 43.7 | 12.6 | 9.9 | 22.5 | 23 | 44.5 | 93.5 | 94.3 |
| African American | 128 | 100 | 74.2 | 19.4 | 4 | 2.4 | 6.5 | 4.1 | 19.1 | 94 | 95 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58.9 | 85 | 93.5 |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 27.5 | 95.4 | 95.7 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | 87.2 | 90.3 |
| Disability Status | | | | | | | | | | | |
| Disabled | 45 | 100 | 73.3 | 20 | 4.4 | 2.2 | 6.7 | 6.1 | 14.4 | 93.2 | 93.5 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 22.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 27.3 | 93.3 | 94.1 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 168 | 100 | 64.6 | 27.3 | 5 | 3.1 | 8.1 | 7.2 | 21 | 92.8 | 94.1 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | 195 | 99.5 | 37.4 | 40 | 21.1 | 1.6 | 22.6 |
| | 8 | 207 | 100 | 49.3 | 38.6 | 11.1 | 1 | 12.1 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | 189 | 100 | 45.7 | 38.6 | 13.6 | 2.2 | 15.8 |
| | 8 | 207 | 98.6 | 39.5 | 41 | 16.4 | 3.1 | 19.5 |
| Mathematics | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | 195 | 99.5 | 35.3 | 29.5 | 23.2 | 12.1 | 35.3 |
| | 8 | 207 | 100 | 55.1 | 33.3 | 10.1 | 1.4 | 11.6 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | 189 | 100 | 37 | 42.9 | 9.8 | 10.3 | 20.1 |
| | 8 | 207 | 98.6 | 39 | 41 | 14.9 | 5.1 | 20 |
| Science | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | 194 | 99.5 | 43.9 | 30.7 | 12.7 | 12.7 | 25.4 |
| | 8 | 107 | 100 | 60.2 | 31.6 | 6.1 | 2 | 8.2 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | 188 | 100 | 44.8 | 35.5 | 9.3 | 10.4 | 19.7 |
| | 8 | 106 | 100 | 57 | 28 | 8 | 7 | 15 |
| Social Studies | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | 194 | 99.5 | 56.6 | 28.6 | 7.9 | 6.9 | 14.8 |
| | 8 | 105 | 100 | 55 | 37 | 4 | 4 | 8 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | 189 | 100 | 57.6 | 27.7 | 6.5 | 8.2 | 14.7 |
| | 8 | 99 | 100 | 40.6 | 43.8 | 12.5 | 3.1 | 15.6 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample